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By-Gomez, Anna Nieto; Vasquez, J. Anthony

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The problems of the Chicano (Mexican American) student on the college campus can be alleviated in the following ways: (1) summer institutes for incoming freshmen providing bilingual classes, bilingual teachers, and remedial English; (2) an orientation program to make the student aware of the bureaucratic procedures of a university; (3) a counseling system whereby upper division Chicanos would advise and help entering students; (4) free health facilities provided for the Chicano student to ease his financial burden; (5) less expensive housing on campus, or rent supplement programs subsidized by the Federal Government; (6) more extensive financial aid programs or expansion of existing programs, such as National Defense Education Act loans and Educational Opportunity Grants; and (7) changes in the Selective Service System because of discriminatory practices against Mexican American students. Related documents are RC 003 429, RC 003 431, RC 003 432 and RC 003 436. (RH)

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by

Anna Nieto Gomez

and

J. Anthony Vasquez

Prepared for the Conference

on Increasing Opportunities

for Mexican American Students

in Higher Education

May 15, 16, 17, 1969

California State College, Long Beach

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THE NEEDS OF THE CHICANO ON THE COLLEGE CAMPUS

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Anna Nieto Gomez

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J. Anthony Vasquez

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THE NEEDS OF THE CHICANO ON THE COLLEGE CAMPUS

By Anna Nieto Gomez* and J. Anthony Vasquez**

INTRODUCTION

Our paper has only briefly summarized the needs of the incoming Chicano students and the needs of those Chicano students already a part of the college community.

Our goal is to inform those people concerned with the education of Chicanos and the situation existing in college in the hope that they will delve into each specific area in greater depth and be able to initiate action on the existing problems.

We have included some recommendations that we believe will improve the present college system. It is not that we believe these recommendations in themselves will insure academic success, but they should direct a step forward in providing a better program for the education of the Chicano.

When we speak of bringing more Chicano students to the college campus, we must also speak of the type of commitment and the amount of responsibility the college has to retain these students on campus. Statistics, according to Solis in Mexican American, show that of the two per cent of Spanish surname students in college, only one-half of one per cent ever receive their degree.

If the college has a full commitment to the Chicano students it is bringing to the campus, it will provide services and personnel

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*Anna Nieto Gomez. Senior at California State College, Long Beach; major, Sociology. UMAS - Counseling Chairman. Upward Bound - Tutor, Counselor. EOP - Tutor, Counselor.

**J. Anthony Vasquez. Graduate Student, California State College, Long Beach; major, Spanish. Currently working on Secondary Teaching Credential; Master of Arts Degree in Spanish. UMAS - UMAS Draft Counselor.

to aid the student in his retention and successful experience in the college. The responsibility of the college is to meet the needs of the students. This assumption is basic if we believe that the college administration knows what the needs of the Chicano are. If administrators do not know, we would also assume that they would take action to find out.

First, the college needs to realize that, due to the lack of adequate fundamental education, many of the Chicano students will need more than just the traditional four-year program, and that a summer institute would be highly recommended for the student's first initiation on the campus.

Second, the college or university must be forced to expand its facilities in order to serve the Chicano student completely.

Third, the system of financial assistance for the student must be changed in order to have it cover the Chicano student's entire financial needs. As of now, the standards used in evaluating the needs of the Chicano have failed because the criteria are based on the needs of the middle-class student.

I. SUGGESTED CONTENT FOR A SUMMER INSTITUTE*

It should be recognized that most of the students come from an inferior or inadequate secondary educational background; therefore, the college will have to offer a better program than the traditional four-year plan to retain the majority of the students.

Many of the students will be without basic fundamental communicative skills such as reading, writing and speaking English. Their inadequate command of the English language is a major factor in hindering their achievement in the other skills, and in the poor achievement in schools that use English as the language of instruction. When the students arrive on campus, many will have a background of poor achievement in academic pursuits; consequently, the lack of success may have reinforced negative self-concepts which increase their expectations of failure.

If those students recruited for the fall were brought to the campus through a summer institute program before they began their normal course of study during the regular term, concentrated effort could be spent on developing their skills, and at the same time familiarizing them with the college in order to facilitate their adjustment to the college community. All the classes provided in the summer institute should offer regular college credit.

The following are ideas that should be incorporated in a summer institute program and in the regular program of the college offered by the Chicano Studies Department.

A. English as a Second Language. At home the student usually speaks Spanish; however, English is required at school. Spanish is discouraged and looked down upon disdainfully as being "un-American,"

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*These ideas have been incorporated from the Chicano Conference at the University of California, Santa Barbara and from the Summer Institute Proposal of California State College at Long Beach.

although it was the first language of our state, California. The end product is usually a student who can neither speak good English nor good Spanish, with Spanish usually being the stronger of the two, depending on the family.

Because of the Chicano's inadequate command of the English language, he has difficulty in comprehending his text books and difficulty in understanding what is happening in the classroom. Furthermore, his inability to communicate effectively with his classmates and his professors, who are totally ignorant of the Spanish language, reinforces his past experience of frustration in the classroom. This only adds to his negative self-concept as a failure in school; as a result, the situation merely increases the odds of the student's dropping out.

A bilingual class geared specifically for the Chicano would help to build his skill and understanding of the English language. At the same time, he would be building a stronger foundation, plus a positive attitude toward his Spanish language. Spanish would no longer be a hinderance in succeeding in school, but it would actually be used as a tool in learning a second language. It is felt that a bilingual class is one of the most important methods in building a strong, basic, communicative foundation for the Chicano.

According to Dr. Manuel Guerra of California State College, Long Beach, diagnostic tests should be developed specifically for the Chicano to find out where he is deficient in Spanish and English. Once that has been established, the instructor can direct his program to where the student is and gear it so that the student will progress at his own speed. It is his opinion that if the student sees that he is progressing, this will be one of the student's most important experiences of SUCCESS. In order to stimulate a more positive attitude of the Chicano towardhimself, the first experiences of

the Chicano should be successful. Thus, a bilingual class will be a great factor in determining the degree of success the student will have in his other academic classes. The student will have acquired a new self-confidence, knowing that he has command of two languages and therefore able to do as well or better than his classmates.

B. Reading Center and Laboratory. Those students who have had an inadequate education are usually not able to read college level material without great difficulty. The purpose of the reading center is to expose the Chicano to the idea of being able to read, understand and finish a textbook.

Several counselors in the Educational Opportunity Program at California State College, Long Beach, found that many of the students had not bought the required texts for the classes because they thought it was a waste of money to buy a book they could not understand. Many of the students had developed a mental block about even picking up a book. Some of the negative feelings about reading are:

1. The words are too long.
2. The sentences are too long and complicated.
3. It takes too long to read a book.
4. There were too many unknown words.
5. Those who did read the textbook for a class were not always able to pass the tests.
6. Some admit they do not know how to read different kinds of books. They could not read and study in the same way for every class.
7. They could not read and understand their tests, even though they had read and understood their assignments.

It should be noted that many, if not all, of these complaints are heard from freshmen, sophomores, juniors and seniors in college who supposedly have had good educational experiences and are considered "college material."

The functions of the reading center and laboratory should encompass the following:

1. The laboratory should be equipped with various methods to build vocabulary. Spanish should be used as an association tool for learning new words. Picture association is helpful. Vocabulary learning should be experience oriented.

2. To increase reading rates for each student, speed reading techniques and skimming methods should be offered.

3. The laboratory should introduce different study techniques such as note-taking, reviewing methods. It should point out the differences in reading and studying a novel, technical material, and academic factual material. It should provide exposure to the diffdrent references available in the library, and instruct students in how to use a card catalog and the importance of bibliographies. It should aid in developing self-discipline for reading for long periods. It should use audio equipment to develop verbal skills.
Again, the emphasis should be based on individual achievement and exposure to many success experiences.

C. Group Discussion. Group discussions are to encourge self-expression and exchange of ideas. It is the authors' point of view that not until the student, through experience, has learned to say what he really wants to say in a classroom setting, will he be able to write down his ideas. Only then is it time to focus on grammatical errors, punctuation, neatness, double spacing and footnotes.

Many Chicanos have negative feelings about speaking up in class. Many feel they will be criticized for the way they speak with their accent and little knowledge of the language. Although many a Chicano has little or no exposure to happenings and people outside his own community, he will probably give his opinion of his impressions honestly.

However, the student has many times received strong criticism from instructors and classmates for being obstinate and uncooperative. The instructor and classmates have assumed that everything they know, the Chicano knows. During the group discussion the Chicano student should have the freedom to express what he thinks and be respected for it. If he feels he can express himself better in Spanish or by using a combination of both English and Spanish, he should be able to do so as long as he is understood by everybody in the group.

In this group discussion setting, there should be at least two teachers who have had training in the discussion groups and who have knowledge of Spanish. The two teachers will be able to give more individual attention, at the same time they will increase the student's experience. For many students in the past it was considered either a taboo to establish communication with the instructor or a hopeless thing to try, for the student felt the teacher could not and/or would not relate to him. If the student finds he can express how he feels to the teacher as well as to the students, and if he receives honest feedback, it is the feeling of the authors that the student may eventually redefine his attitude and roles in the classroom in a positive manner.

The materials used in a communicative skills class should have interest and motivation for the Chicano. Some suggestions are the various regional Chicano newspapers and current literary works, or whatever materials the student feels are relevant to him.

D. A Psychology Course Dealing with the Chicano on Campus. Many of the students never dreamed of going to college because of some financial difficulty. The student did not think he was smart enough, or he just did not like high school. Many students arrive on campus expecting to leave within a month for one reason or another. This is why a psychology course delving into the identity of the student, his transition and motivation from high school to college is designed to initiate more awareness of himself, his goals, his different motivations, and a degree

of adjustment in this different community.

The introduction of the concept of the "negative self-image of the Chicano" in its existing historical and sociological implications, whether accepted or rejected by the student, will expose different ideas and attitudes that may add a more complete gestalt to his life and perhaps his understanding of self.

The student should also be encouraged to explore the different areas of endeavor that are available on his campus and to investigate various career fields that will be open to him after graduation. The college should encourage the student to project some long-range goals for college and for after graduation, so that he begins to see himself as succeeding in college and attaining specific goals. Ultimately, the student will realize that he does have something to offer to the college and to his people.

II. ORIENTATION PROGRAM

Even after four years of college, too few students are aware of all the services and facilities of the college and its bureaucratic procedures. The orientation program would introduce to the beginning student the college housing facilities and various methods of finding college-approved housing. Health, counseling services and recreation activities are to be included in the information which should be distributed to the beginning student. The student can learn the how's where's, and when's of what is needed to set up an organization, to give a dance, to add and/or drop classes. Orientation should include registration procedures and procedures to transfer to another college or for attending a junior college or a summer school.

The most important part of the orientation program is to inform the Chicano of the requirements to fulfill for general education and for his major. Counseling should be provided to suggest a program that is best for the student, whatever his goals.

III. GENERAL PROBLEMS AND RECOMMENDATIONS

There are personal problems which must also be recognized and attended to. The following is an explanation of general problems and our recommendations for solutions.

A. Carnalismo--Counseling System.

Carnalismo, an extension of the family bond, establishes a one-to-one relationship between an upper division Chicano and the incoming student. The "carnal" should be able to identify with the student, and he would also be a valuable source of information. The carnal, the student adviser, may often be the in-between man for the student and the teacher if there are problems with classes for the Chicano student. If an emergency arises, it would be the responsibility of the student adviser to inform the teachers and arrange some kind of situation that would be best for the student. He would also be a good counselor concerning study habits, use of the library, and information about various classes and teachers. If the student attends a college away from his home, his first experience may be alienation among 26,000 other students; consequently, he may find himself groping in the dark as to what he is and to what he can do until bonds have been formed with people he can relate to. The carnal can work, hopefully, to decrease the incoming student's confusions and facilitate his adjustment to a new way of living as a college student.

As Chicanos progress in college, their needs vary. Some need tutors, others need money, college credit, and/or counseling. Upper division Chicanos should be recruited to fill positions such as tutors, counselors (student advisers), discussion group chairmen, and teacher's assistants. The common culture, similarities in experience and the greater awareness a Chicano has of his people increase the possibilities of the carnal's being more effective in carrying out these roles. It is strongly recommended that the student receive college credit and

job recognition for his role as counselor.

B. Qualified Teachers and Counselors. The Chicano student needs more than just a "sympathetic" and "concerned" teacher who is ignorant of the people he is attempting to teach. From ignorance arises unproven and false assumptions that decrease the ability and therefore the effectiveness of the teacher. The Chicano needs the best teachers! The best teacher is not only the best in his field of specialty, but he is aware and knowledgeable of the students he teaches. The best teacher identifies with his students, is able to relate to the students, and therefore is more capable of creating a more effective program for them.

A good teacher is not a training machine of white middle-class values. A training machine cannot be flexible nor creative. A training machine can only produce other training machines, which must be thrown away when they have become obsolete. The Chicano student does not need teachers who believe the only good classes are those which are so difficult three-fourths of the class flunk out. A high dro - out rate defeats the whole idea of learning and only corresponds with the criteria set by the teacher. A high drop-out rate has nothing to do with the quality of learning, nor the ability of the students, nor the quality of the teaching. If understanding a test is an obstacle course in itself, it cannot correctly evaluate the students' progress.

It must be emphasized that the issue is not whether or not the poorly educated student can succeed in college, for he is ready to learn, and he already knows how to think. The issue is one of the responsibility of the college to provide the best teachers and the best programs to facilitate learning. This includes and emphasizes the definite need for more Chicano teachers and for a fully developed curriculum for the establishment of a Chicano Studies Department.

C. Health Facilities. Health facilities are not always readily available to the Chicano family. Health has often been placed low in the assessment of needs in low income families.

The family's preoccupation with meeting the basic needs for survival has not allowed them the time nor the money to seek preventive and curative health services. As a result, the student, though he may receive financial assistance, upon being accepted, does not always have sufficient funds for the medical attention he may need. His needs range from paying for a health examination to getting needed prescription glasses, dental care, etc. Hidden costs and inadequate financial assistance will be discussed further later, but it must be emphasized that medical costs needed to prepare the student physically for a healthy college life have been overlooked by the college. Administrators have assumed that the Chicano has a private doctor and the funds to take care of his medical expenses, as well as the other added expenses in preparing for school. As a result, the following recommendations are made to remedy the situation:

1. That monies should be set aside from the college foundation and should be matched by the government, private corporations, and/or private contributions. Not less than $150 should be provided to those students whose families earn $4,000 or less to pay for pre-matriculation expenses. The amount is relative to the size of the family. These expenses would include medical attention, clothing, utility goods, food and transportation. This grant should be allotted only on the condition that the student attend this college.

2. That existing financial assistance programs expand their program to adequately cover these pre-matriculation expenses. In addition, the student should receive the funds at least a month before the school term begins.

3. Two dollars from each tuition fee of the entire student body should be set aside to help students from low income families

to become fully prepared to begin higher education. Three dollars should be requested from each faculty member to add to this fund.

Once the student has matriculated, he will need a medical plan that will provide him with more than the minimal services of the college health center. If the student needs treatment for something other than a common virus or chest infection, or needs glasses or psychological attention, the health center usually recommends that the student see his private doctor or a specialist. With most of his money spent on tuition, absorbed by housing and eaten by daily expenses and books, the student is not financially equipped to see a private doctor of any sort.

Upon further investigation, one will find that it is absolutely necessary for the college to either extend its coverage of health services outside the campus or to expand its facilities on campus which will be available every day of the school year.

A medical program should be incorporated in the financial assistance program for as long as the student is attending the academic institution. In addition, the college health services should be supported by the diagnostic services of a community hospital. Monies should be appropriated to include complete preventive and curative health services. As part of the health program, there should be a personal health education orientation. These services should be extended in exhausting every resource for both preventive and curative measures. It is strongly recommended that:

1. the students be encouraged to have either private or collective interviews with a doctor when students may freely ask any questions they may have concerning sex and drug education;

2. that birth control medication be provided if the student requests it;

3. a facility which will be open day and night should be available for those students who are reacting to an overdose of drugs or intoxication. Medication should be available and should be administered to facilitate the students' return to normal condition. (A free clinic)

It is the opinion of the authors that these problems are so important to the welfare of the students that we can no longer only evaluate and criticize, but must attend to the situation as it exists.

D. Housing. A crucial problem for the Chicano attending a college in an all-white community is the lack of reasonable open housing. The college dormitories are usually the only open housing made available for him.

The dormitories cost approximately $1200 a year minimum. The student who has received the maximum amount of financial assistance, $1500, has only $300 or less left for the academic year to pay for books, clothes, transportation, etc. Also during Christmas and Easter holidays the student is charged about $75 per week for the dormitory during the vacation period. In the case of the student who has not received the maximum amount, his purse strings are even tighter.

To break down the expense, the student pays $135 to $175 a month for half of a "cell" with a bed, a desk, a closet, and three meals a day.

Within the surrounding community of California State College at Long Beach, student housing open to the Chicano is rather limited. It is a curious experience to find that the realtors and apartment managers are eager to accept the student if he states that he is a foreign student rather than a Mexican American.

There seems to have been little effort made on the part of

the college to establish good public relations with its service community to encourage open student housing. It is possible that the college is naive enough to believe nothing is wrong.

The issue is, however, that if the college admits 100 or more Chicanos, where is it going to house them? Sinking seven-eighths of the student funds into the exhorbitantly costly campus housing is not the answer. The problem is crucial and any recommendations should be taken seriously. Here are some to consider:

1. Lower the living expense of the campus dormitories.
2. Increase the amount of financial assistance to cover total living costs.
3. Establish rent supplement programs for student housing.
   a. 25 per cent of the cost for living in the dormitories could be paid by a federal subsidy.
   b. Rent supplement programs could be established to encourage open student housing with community realtors and apartment owners.
4. Build low income student housing.

E. Financial Aids Programs. On April 20, 1969, Philip Montez* in a television speech in Los Angeles on support programs for the new wave of Mexican Americans, said that more was needed than was being done. The colleges and universities working with EOP (Educational Opportunities Program), have lowered or waived some of the requirements for admission to the colleges. They have also administered the distribution of the existing loans, grants and other financial aids, but this is not enough. With these two actions completed, they feel that they have done all that is needed to insure success for the Mexican American in the Anglo middle-class oriented college. Mr. Montez was speaking of the hiring of Chicano instructors, staff, counselors, and

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*Philip Montez is the Western States Regional Director of the United States Civil Rights Commission. He is also a noted educational psychologist.

psychologists--people to whom the new Chicano students could relate and go for help. To take Mr. Montez's words even further into the field of financial aid, the existing methods are out-dated, out-moded, and do not really reflect the basic needs of the Mexican American since they are based upon the middle-class Anglo-American needs.

The Mexican American family exists on a median income of $3,000 to $5,000 per year. The size, considerably larger than the Anglo family, averages four persons per family. Another important factor in the Mexican American family, is that for every member of that family who continues in the educational process, the earning power of that family is substantially diminished. All of these factors must be taken into consideration in determining the needs of a Mexican American college student.

As it stands now, the existing financial aids are the loans provided for in the National Defense Education Act (NDEA), Educational Opportunity Grants (EOG), and College Work-Study and Guaranteed Loans. The NDEA Loan permits a student to borrow from $1,000 to $5,000 per year during his undergraduate years. EOP grants range from $200 to $1,000 with a maximum duration of four years, and can be no more than one-half of the total aid given to the student. The Guaranteed Loans can come from banks and other participating financial institutions for as much as $1,500 per academic year. The federal government insures these loans and pays the interest while the recipient is still in school and then pays three per cent of the interest during the repayment period. Students whose family's adjusted family income (before taxes) is less than $15,000 per year are eligible. The college Work-Study program also provides needed financial aid. To qualify for Work-Study a student must be enrolled for 12 units and <u>be eligible</u> (italics are the authors') for employment to defray college expenses. The student works an average of 15 hours per week at

approximately $1.65 per hour; during the summer he may work full time under this program and may earn approximately $600.

At first glance these existing financial aids may seem to be sufficient to pay for the expenses of a Mexican American student. But upon careful consideration one will see that the amounts mentioned were the maximum amounts granted to students who meet the criteria set up by the federal government and administered by each individual college financial aids officer. Today the amount of financial assistance received by Mexican Americans at California State College, Long Beach ranged from $700 to $1,000 per year per student. This average amount consists of both NDEA Loan and Grant (EOG) and is far from the amount necessary to meet the rising college expenses.

TABLE I

PARTIAL COLLEGE EXPENSES, CSCLB

Room and Board	$1,200.00
Tuition and Fees	121.00 *
Books and Supplies	100.00 **
Sub-Total	$1,421.00

Table based upon partial expenses incurred during the academic year (approximately nine months).

*Tuition and fees at CSCLB for 1968-69. For the 1969-70 academic year costs will be $137.50.

**Based on the authors' experience.

One can see that the $1,421.00 in expenses is only the beginning, because it does not include any of the hidden costs of higher education. These hidden costs for the Mexican American coming from

a low income family to begin with, are clothing, transportation, laundry and recreation, to name a few. The amount of financial assistance being received is nowhere near the amount needed to cover these expenses, thus putting a further burden upon the family to supply the rest of the needed money. .

As for Work-Study to help defray another portion of the expenses, it is felt that Mexican Americans should not work during their first one or two years of college. Because of their special admission through the Educational Opportunity Program (EOP) and their educational background, many of the Mexican Americans are lacking skills needed to insure academic success and are, therefore, discouraged from working. They are also discouraged from working so they can concentrate upon acquiring these skills and to take advantage of the tutorial programs provided by EOP, the Mexican American Student Center and the United Mexican American Students (UMAS) at CSCLB.

It is not hard to conclude from the above data that our colleges and universities have failed in fulfilling the financial needs of the Mexican American. Also included in this failure are our governments, both state and federal, for not foreseeing the urgency and necessity of assistance for Chicanos. What is needed are different qualifications to determine eligibility for the existing financial aid programs, greater amounts of financial aids from the existing programs and new sources of financial aid, both from the public and private sectors of the economy.

It is recommended that the existing programs should be expanded to include:

1. NDEA Loans - The maximum amounts should be increased. As it stands now, half of the loan is forgiven at the rate of ten per cent if the recipient becomes a teacher. All of the loan is cancelled at the rate of 15 per cent per year if he is teaching in

a poverty area. These same criteria should also be applied to other areas and fields, not just teaching. Some of the other areas include social work, working in minority communities, school counseling, college clearing house work and college recruiting of minority students.

2. Educational Opportunity Grants - These grants should be given to Mexican Americans to cover full expenses for the first year or two years for three reasons: a) to take the burden away from the student and his family; b) because the Mexican American student is handicapped educationally in many areas when he enters college. He can then concentrate upon catching up to his Anglo counterpart on the long road to graduation; c) the grant would reduce his indebtedness upon completion of his education.

F. Proposals for New Programs are as follows:

1. Family Stipends. A program should be devised and implemented in which the family of each Mexican American who qualified as a special admit, receives a stipend to meet the added expenses and also to compensate for the loss of that earning power from the total family income. The stipend could be received by the family either monthly, semi-annually, or annually, upon the discretion of the recipient.

2. Tax Credit. A system should be implemented whereby any of the college-related expenses not covered by loans or grants that are paid by the student or his family would become tax deductions. To be feasible and practical, the range of exemptions would have to fall between 40 and 75 per cent of the expenses not covered.

3. Intern Programs. Intern programs should be begun in all fields of study. In these programs the Mexican American student wo would be paid for his working time, receive class credit, and also gain much valuable on-the-job training. In these programs he could apply his classroom knowledge to real rather than hypothetical

situations. He would also be working toward his degree and, at the same time, his compensation could be put to good use. To lower the amount of loan or grant, he would need this stipend to pay his expenses.

4. Private Industry Recruiting. A program should be worked out with private industries whereby they would come onto the college campuses to actively recruit Mexican Americans. This recruiting should be done preferably in the student's junior year. Then in return for the student's promise to work for these industries, the various companies would pay the student's expenses for his last academic year. This program could be incorporated with the intern program or companies could have the student on a part-time basis.

5. Mexican American Studies Foundation. We propose the establishment of a Mexican American Studies Foundation as a non-profit corporation. This corporation could be fed by funds from every Mexican American organization such as LULAC, MAPA, GI Forum, UMAS, MASA, etc. This foundation would contribute an amount of money to be matched by federal and state money, and then distribute to needy Chicano students in the form of low interest loans to be paid back after graduation. In this way, Chicano would help Chicano and the money would go around in a cycle--helping Chicanos all the way around.

F. Draft Problems. Another problem or need of the Mexican American college student that needs careful consideration and immediate action involves the Selective Service System. This situation is peculiar in the fact that it only affects the Mexican American male college student. Under the 1967 Selective Service Act, undergraduate deferments were to be continued until 1971. It also stated that undergraduates were "to be placed in the draft pool with the age group facing maximum exposure to the draft at the time of 1) graduation; 2) withdrawal or expulsion from school; or 3) the

twenty-fourth birthday, whichever came first."

At first glance this law appears to be clear-cut, but upon careful examination, it is not. This same law provides for the induction of nineteen-year-olds first and guarantees local board autonomy. The latter really means that even though there is a uniform code, each local board can apply it in the manner it sees fit. In application, the draft boards still go by the four-year rule. That is normal progression of approximately 30 units each year to reach the 120 units required for graduation.

When this standard is applied to the Mexican American, we can see immediate problems. As has been mentioned before, and now is almost redundant in the studies done on Mexican Americans, Chicanos are recipients of a second-rate, sub-standard education. This goes for both the primary and secondary education. The Mexican American has problems in reading, writing, and speaking English and, in fact, he is approximately one to two years behind his Anglo counterpart.

In order for the Chicano to catch up to the "normal Anglo freshman" he has to spend the first two semesters taking classes that will help him overcome his weaknesses. This takes care of one year of his four for deferments. By the time he reaches his fourth year, he has used up his deferments and he is subject to the draft. What is needed is a uniform code that will protect or guarantee the Chicano student who is admitted to college under special federally funded programs the maximum protection from being discriminated against under the existing Selective Service Act because he will be in school two to three semesters longer than the Anglo.

IV. CONCLUSION

In conclusion let us repeat that these problem areas in the retention of Chicano students are presented in the hope that college personnel will delve into each in greater depth and initiate action in their own institutions to provide a step forward in a better program for the education of the Mexican American student.

For additional copies and information:

DR. MAYER J. FRANKLIN
School of Education
California State College
Long Beach, California 90801